

# Student Voice Aggregate Report

## Parent Voice Survey

**Results for surveys taken from  
August 01, 2014 through May 29, 2015**

*Report Generated: May 29, 2015*



Aspirations Unlimited  
International

## The Role of Aspirations in Today's Schools

Today's students want to be successful, whether their goal is to learn algebra or a trade, get good grades, or go to college. Too often, however, students can't reach their future goals and dreams because their schools' conditions are not supportive. The key to understanding whether supportive conditions exist is to ask the students themselves, which is the purpose of the *Student Voice Aspirations Survey*. A corresponding parent survey was also developed, as parents' perceptions can contribute significantly to the overall understanding of school culture. The results of your school's *Student Voice Parent Survey* are provided in this report.

The *8 Conditions that Make a Difference®* in promoting student aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action*. The 8 Conditions make a difference because they help schools put into practice the three Guiding Principles that facilitate Aspirations work: *Self-Worth, Engagement, and Purpose*.

### Developing Students' Self-Worth:

#### ***Belonging, Heroes, and Sense of Accomplishment***

*Self-Worth* begins when students experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Students also experience *Self-Worth* when someone in their lives believes in them. They need Heroes: people they can look up to, respect, and learn from. To develop *Self-Worth*, students also need a Sense of Accomplishment. They must be recognized as much for their effort, perseverance, and citizenship as they are for high grades and good test scores. As students build *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their goals.

### Fostering Students' Engagement in Learning:

#### ***Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure***

*Engagement* means that students experience Fun & Excitement in their learning. They become so involved that they almost lose track of time. At the end of the lesson, they wonder, "Where did that time go?" Actively engaged students are not afraid to ask "Why?" or "Why not?" about the world around them. Curiosity & Creativity are alive in the way they learn, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged students also have a Spirit of Adventure. They are not afraid to try new things or to take on healthy challenges, regardless of whether they might succeed or fail. With *Engagement*, learning becomes important in and of itself.

### Encouraging a Sense of Purpose:

#### ***Leadership & Responsibility and Confidence to Take Action***

Schools must challenge students to think about their *Purpose* -- *who* they want to become as well as *what* they want to be. To reach this goal, students need to explore what it means to have, and create, a successful and rewarding life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, students need the opportunity to assume Leadership & Responsibility in their lives. They must learn to make decisions and understand the consequences of their choices. When students have *Purpose*, they have the Confidence to Take Action toward a meaningful, productive, and rewarding future. They believe in themselves and are motivated to reach their dreams.

All members of the school community can foster the 8 Conditions, making a positive difference in the lives of today's students by supporting the goals those students set and strive to reach.

## **The *Parent Voice*™ Survey**

The *Parent Voice* Survey assesses parents' perceptions of their child and his or her experience in the school environment by asking questions based on each of the 8 Conditions. By asking parents how they perceive the culture of their child's school, *Parent Voice* provides educators with a powerful tool for understanding both what motivates and inspires students to achieve and how well parents believe their school is meeting those objectives.

## **Measuring Parents' Perceptions of Your School**

This report provides information that can help guide your school system in its ongoing efforts to elevate student aspirations, improve student achievement, and promote the highest teaching and learning standards. The data gathered from the *Student Voice* Parent Survey is meant to help your school explore the 8 Conditions as they relate to your school's unique mission. Areas of strength and areas of concern can be identified from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators, parents, and students. In conjunction with other information about your school, community, and students, *Student Voice* is a powerful tool for initiating innovative, meaningful school change.

For more information, please visit [studentvoicesurveys.com](http://studentvoicesurveys.com)

## How to Use This Report

The *Student Voice* Parent Report gives educators a unique chance to look at their school, student aspirations, and the 8 Conditions *through the eyes of parents*. The purpose of this report is to provide a context for exploring how parents view the teaching and learning in their child's school and how those views align with the school's mission and vision. By exploring and discussing these results, schools will gain valuable insights into the relationship between parent perceptions of student aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all students are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

### Demographics

- First, gain an overall picture of your school's parents by looking closely at the Demographics. Refresh your understanding of who the parents at your school are.

### The 8 Conditions

- Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that every Condition can be explored individually.
- Look for connections among the results that warrant deeper discussion. For example, did a high percentage of parents say that their child is encouraged to practice good citizenship at school, while a low percentage agreed that teachers recognize their child when he/she is kind and helpful? How might these two findings be related?
- Note areas of strength and celebrate!
- Note areas of concern and take steps to understand and make improvements.

### Parents

- Some of the questions have to do with parents' own experience of their schooling. We have learned that parents' attitudes toward their experience of school can shape their current outlook on the school in which their child is enrolled, as well as influence their child's perceptions of school.

### Keep in Mind

- Working with the results is a process, not an event.
- Critical analysis is much more time-consuming than taking the survey itself.
- Comparisons within your own school (e.g., among student, parent, and staff reports) are often instructive.
- Ongoing conversations among colleagues, parents, and students provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of this entire effort is to improve the teaching and learning environment in your school.

*\*The survey has several internal consistency checks to ensure data are accurate and valid. As a result, respondents who flat-lined responses (e.g., answered "Strongly agree" to all survey statements), along with those who answered fewer than one-quarter of the survey statements, are not included in the reporting function.*

## Demographics

The demographic data are presented both as counts and as percentages.<sup>1</sup>

Total number of respondents: 2001

Gender		
Gender	Count	Percent
Male	335	16.8%
Female	1663	83.2%

Child is in Grade <sup>2</sup>		
Grade	Count	Percent
K	242	12.2%
1st	257	12.9%
2nd	247	12.4%
3rd	306	15.4%
4th	308	15.5%
5th	257	12.9%
6th	364	18.3%
7th	267	13.4%
8th	225	11.3%
9th	116	5.8%
10th	127	6.4%
11th	100	5.0%
12th	91	4.6%

Age		
Age	Count	Percent
Under 30	158	7.9%
31-40	892	44.7%
41-50	744	37.3%
51-60	163	8.2%
Over 60	40	2.0%

Years Living in School District		
Years	Count	Percent
1	143	7.2%
2	129	6.5%
3-5	285	14.3%
6-10	402	20.1%
10+	1037	52.0%

Racial Heritage <sup>2</sup>		
Racial Heritage	Count	Percent
White	1859	93.6%
Black or African American	21	1.1%
Hispanic, Latino	58	2.9%
Asian	17	0.9%
Native Hawaiian	1	0.1%
American Indian or Alaska Native	127	6.4%
Other Pacific Islander	6	0.3%
Other	18	0.9%

<sup>1</sup>Count totals for specific demographics may not equal the total survey count, as not all respondents report demographic information. Total percentages may not equal one hundred due to rounding.

<sup>2</sup>In this table, the percentages may total more than 100% since respondents were instructed to select all that apply.

## The 8 Conditions that Make a Difference

***Belonging***  
***Heroes***  
***Sense of Accomplishment***  
***Fun & Excitement***  
***Curiosity & Creativity***  
***Spirit of Adventure***  
***Leadership & Responsibility***  
***Confidence to Take Action***

The 8 Conditions have positive effects on the development of student aspirations in schools. The descriptions of these Conditions outline an approach that frames how schools can recognize and nurture the development of student aspirations. The 8 Conditions represent a return to the common belief that every educator holds: There is nothing more important than motivating students to learn. The identified 8 Conditions do not represent an exhaustive list, but each is important if we are to have self-assured, inspired, and goal-directed students. All schools can benefit by creating and cultivating these Conditions in the lives of their students.

***"Aspirations is the ability to dream and set goals for the future  
while being inspired in the present to reach those dreams."***

**-Dr. Russell J. Quaglia**

## Belonging

The Condition of Belonging means that a child feels he or she is a valued member of the family and school community while still maintaining his or her uniqueness. Belonging is a relationship between two or more persons characterized by a sense of connection and support. A sense of Belonging is an important condition for children's feelings of well-being, social engagement, and competence. Belonging creates an atmosphere that welcomes and connects all children to their family and school community. The Condition of Belonging increases children's confidence in their abilities and their strengths, since Belonging encompasses acceptance and support. Parents have the opportunity to foster a sense of Belonging, promoting their children's sense of well-being, connection, and self-belief.

Question	Total in Agreement
1. I feel welcome in my child's school	91.6%
2. My child has difficulty fitting in at school	16.3%
3. Teachers care about my child's problems and feelings	78.5%
4. I am proud of my child's school	85.7%
5. I feel comfortable going to parent-teacher conferences	93.7%
6. I care about my child's education	99.8%
7. My input and opinions are valued at my child's school	66.8%
8. My child is a valued member of his/her school community	83.7%

## Heroes

Heroes are everyday people – friends, family, coaches, teachers, and parents – in a child's life who inspire him or her to excel and to make positive changes in attitude and lifestyle. Heroes are individuals children can connect with regularly, who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Parents can be Heroes to their children. Children can look up to parents as trusted adults to learn from and communicate with about many things. Building strong relationships with children through support, guidance, encouragement, and love can enable them to become more confident in school and life.

Question	Total in Agreement
9. My child has a teacher who is a positive role model	92.9%
10. I am a positive role model for my child	98.4%
11. Teachers care if my child is absent from school	79.7%
12. If my child has a problem, there is a teacher he/she can talk to	81.7%
13. If I have a problem with my child's school, someone at school is available to help me	83.7%
14. Teachers let me know what my child does well in school	77.3%

## Sense of Accomplishment

Sense of Accomplishment recognizes effort, perseverance, and citizenship as signs of a child's success. An overly narrow view of accomplishment that refers only to academic achievement or innate ability can actually get in the way of student success in school. Sense of Accomplishment, however, is viewed in terms of personal growth and effort, not just measurable outcomes and countable successes. Parents have the opportunity to celebrate all of the accomplishments of their children. Taking time to recognize and support children's efforts can help motivate them to persevere through difficult tasks, creating an appreciation for hard work and dedication.

Question	Total in Agreement
15. My child is encouraged to practice good citizenship at school	91.4%
16. Teachers recognize my child when he/she is kind and helpful	84.3%
17. I recognize my child when he/she gets good grades at school	99.1%
18. My child gives up when schoolwork is difficult	18.5%
19. I recognize my child when he/she does his/her best in school	99.1%
20. My child puts forth his/her best effort at school	83.5%
21. Effort is just as important as getting good grades	94.3%
22. It is important to me that my child gets good grades	97.1%

## Fun & Excitement

The condition of Fun & Excitement is characterized by children being inspired. They are actively engaged and emotionally involved in their activities, school, and play. Children who exhibit Fun & Excitement are usually self-confident, curious, and prepared; they are willing to meet the challenges of the day. Parents who foster Fun & Excitement provide new opportunities, initiate challenges, and respect individual interests. Children can be motivated to succeed when parents provide an environment where Fun & Excitement is the norm, not the exception.

Question	Total in Agreement
23. My child enjoys being at school	85.7%
24. Teachers enjoy working with my child	88.8%
25. Teachers at my child's school make it exciting to learn	79.1%
26. My child is bored in school	18.1%
27. My child enjoys learning new things	95.7%
28. I was bored in school as a student	26.6%
29. Learning can be fun	99.0%
30. Parent evenings/meetings are worth attending	84.7%



## Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Curiosity triggers children to ask "Why?" while creativity gives them the initiative to ask "Why not?" Both curiosity and creativity are products of the imagination. Experiencing Curiosity & Creativity in the home helps children to become active learners who yearn to explore unknown areas. To support the Condition of Curiosity & Creativity, children need to be challenged to look beyond the status quo to what lies ahead. The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Parents can devote extra attention to creating a home environment that promotes questioning and creative exploration of ideas.

Question	Total in Agreement
31. My child feels comfortable asking questions in class	78.3%
32. My child's classes help him/her understand what is happening in his/her everyday life	73.9%
33. When I was in school, my classes helped me understand what was happening in my everyday life	57.2%
34. I enjoy learning new things	98.7%
35. My child learns things that are interesting to him/her at school	90.6%
36. School inspires my child to learn	77.6%
37. What my child learns in school will benefit his/her future	94.9%
38. What I learned in school benefits me today	86.4%

## Spirit of Adventure

Spirit of Adventure is characterized by a child's ability to take on positive, healthy challenges at home and school, with friends, family, adults, and peers. Children experience Spirit of Adventure when they tackle something new without the fear of failure or success. This Condition is important to building children's self-confidence and enables them to face the challenges they encounter every day. Parents can encourage and support their children's Spirit of Adventure by urging them to explore new things. When parents create an atmosphere for healthy decision making and risk taking, children can become more confident and resilient. They may be less concerned with whether they succeed or fail, and more interested in the discovery that is part of learning from our successes and failures. Children with a Spirit of Adventure see life as full of opportunities worth exploring for their own sake.

Question	Total in Agreement
39. I push my child to do better academically	95.4%
40. My child is afraid to try something if he/she thinks he/she will fail	33.9%
41. I am afraid to try something if I think I may fail	16.8%
42. Teachers help my child learn from mistakes	75.8%
43. My child wants to do his/her best at school	94.4%
44. My child likes challenging assignments	69.9%
45. My child is excited to tell me when he/she gets good grades	95.0%
46. I am excited to tell my friends when my child does well in school	86.4%

## Leadership & Responsibility

The Condition of Leadership & Responsibility means children are able to express their ideas and are willing to accept the consequences for their actions. It cultivates accountability at home and school. Fostering leadership allows children to make just and appropriate decisions and to take pride in their actions. Parents who promote this Condition teach good decision making skills and expect their children to be good decision makers. They provide real and age-appropriate decision making opportunities, seek their children's input, and expect their children to be responsible for their actions and words. Children are trusted to make the right choices and are recognized for doing so. This Condition is about learning to lead others, and learning to lead one's own life, responsibly.

Question	Total in Agreement
47. I see my child as a leader	76.9%
48. Teachers encourage my child to make decisions	78.8%
49. I encourage my child to make decisions	99.1%
50. My child is a good decision maker	80.9%
51. I am a good decision maker	93.9%
52. I know the goals my child's school is working on this year	68.4%

## Confidence to Take Action

Confidence to Take Action is the extent to which children believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This Condition is at the heart of what parents and educators ultimately strive for: instilling in children a confidence in and expectation of success. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Parents have the ability and potential to help build their children's Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking. By enhancing the quality of academic and personal growth, parents encourage their children to be active, involved, and contributing members of their families and communities.

Question	Total in Agreement
53. My child sets high goals	82.5%
54. I believe my child can be successful	99.3%
55. School is preparing my child well for the future	83.6%
56. My child knows the kind of person he/she wants to become	78.0%
57. I believe my child can make a difference in this world	98.8%
58. I think it is important for my child to go to college	93.1%
59. I believe I can make a difference in this world	93.0%
60. Teachers believe in my child and expect him/her to be successful	89.9%
61. School prepared me well for my future	75.2%
62. My child works hard to reach his/her goals	87.4%
63. I work hard to reach my goals	98.2%
64. My child is excited about his/her future	91.5%

## All Results

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Belonging	1. I feel welcome in my child's school	91.6%	57.1%	34.5%	4.7%	2.5%	1.2%	0.1%
Belonging	2. My child has difficulty fitting in at school	16.3%	4.8%	11.6%	10.7%	41.6%	31.4%	0.5%
Belonging	3. Teachers care about my child's problems and feelings	78.5%	33.8%	44.7%	15.2%	4.4%	2.0%	0.6%
Belonging	4. I am proud of my child's school	85.7%	48.4%	37.3%	9.5%	3.3%	1.5%	0.5%
Belonging	5. I feel comfortable going to parent-teacher conferences	93.7%	60.0%	33.7%	3.1%	2.5%	0.8%	2.5%
Belonging	6. I care about my child's education	99.8%	88.3%	11.6%	0.1%	0.1%	0.1%	3.0%
Belonging	7. My input and opinions are valued at my child's school	66.8%	29.6%	37.2%	22.9%	6.7%	3.6%	3.5%
Belonging	8. My child is a valued member of his/her school community	83.7%	40.8%	42.8%	12.4%	2.8%	1.1%	2.9%
Heroes	9. My child has a teacher who is a positive role model	92.9%	60.7%	32.2%	4.9%	1.6%	0.7%	0.2%
Heroes	10. I am a positive role model for my child	98.4%	53.7%	44.7%	1.3%	0.2%	0.1%	0.9%
Heroes	11. Teachers care if my child is absent from school	79.7%	34.1%	45.6%	15.6%	3.8%	0.9%	0.6%
Heroes	12. If my child has a problem, there is a teacher he/she can talk to	81.7%	38.3%	43.4%	13.0%	3.6%	1.7%	2.5%
Heroes	13. If I have a problem with my child's school, someone at school is available to help me	83.7%	43.0%	40.7%	10.4%	3.2%	2.7%	2.5%
Heroes	14. Teachers let me know what my child does well in school	77.3%	35.1%	42.2%	9.2%	10.2%	3.2%	2.8%
Sense of Accomplishment	15. My child is encouraged to practice good citizenship at school	91.4%	53.9%	37.5%	6.7%	1.3%	0.6%	0.6%
Sense of Accomplishment	16. Teachers recognize my child when he/she is kind and helpful	84.3%	43.6%	40.7%	11.4%	3.2%	1.0%	0.4%
Sense of Accomplishment	17. I recognize my child when he/she gets good grades at school	99.1%	77.1%	21.9%	0.6%	0.2%	0.1%	0.5%
Sense of Accomplishment	18. My child gives up when schoolwork is difficult	18.5%	3.4%	15.1%	14.0%	50.2%	17.3%	2.8%
Sense of Accomplishment	19. I recognize my child when he/she does his/her best in school	99.1%	74.5%	24.6%	0.6%	0.1%	0.2%	2.8%
Sense of Accomplishment	20. My child puts forth his/her best effort at school	83.5%	35.9%	47.7%	11.3%	4.7%	0.5%	2.9%
Sense of Accomplishment	21. Effort is just as important as getting good grades	94.3%	55.2%	39.1%	3.8%	1.7%	0.2%	3.1%
Sense of Accomplishment	22. It is important to me that my child gets good grades	97.1%	59.8%	37.3%	2.2%	0.7%	0.0%	2.9%

*\*Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of parents who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of parents who took the survey.*

## All Results (cont.)

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Fun & Excitement	23. My child enjoys being at school	85.7%	43.3%	42.3%	7.6%	5.0%	1.7%	0.3%
Fun & Excitement	24. Teachers enjoy working with my child	88.8%	47.9%	40.8%	9.3%	1.4%	0.6%	0.4%
Fun & Excitement	25. Teachers at my child's school make it exciting to learn	79.1%	33.5%	45.6%	14.4%	4.6%	1.9%	0.3%
Fun & Excitement	26. My child is bored in school	18.1%	4.2%	13.8%	18.3%	47.5%	16.2%	2.9%
Fun & Excitement	27. My child enjoys learning new things	95.7%	52.2%	43.5%	3.5%	0.5%	0.3%	2.7%
Fun & Excitement	28. I was bored in school as a student	26.6%	5.4%	21.2%	10.0%	49.4%	14.0%	2.8%
Fun & Excitement	29. Learning can be fun	99.0%	66.6%	32.4%	0.8%	0.1%	0.1%	3.0%
Fun & Excitement	30. Parent evenings/meetings are worth attending	84.7%	49.4%	35.4%	11.2%	2.9%	1.1%	3.0%
Curiosity & Creativity	31. My child feels comfortable asking questions in class	78.3%	36.7%	41.6%	14.5%	5.9%	1.3%	0.5%
Curiosity & Creativity	32. My child's classes help him/her understand what is happening in his/her everyday life	73.9%	23.6%	50.3%	19.5%	5.4%	1.2%	0.4%
Curiosity & Creativity	33. When I was in school, my classes helped me understand what was happening in my everyday life	57.2%	15.1%	42.1%	22.1%	18.5%	2.2%	0.9%
Curiosity & Creativity	34. I enjoy learning new things	98.7%	56.0%	42.7%	1.0%	0.2%	0.2%	2.7%
Curiosity & Creativity	35. My child learns things that are interesting to him/her at school	90.6%	41.7%	48.9%	7.0%	2.0%	0.4%	3.0%
Curiosity & Creativity	36. School inspires my child to learn	77.6%	29.2%	48.5%	15.5%	5.8%	1.1%	3.2%
Curiosity & Creativity	37. What my child learns in school will benefit his/her future	94.9%	52.3%	42.7%	4.1%	0.8%	0.2%	3.1%
Curiosity & Creativity	38. What I learned in school benefits me today	86.4%	34.6%	51.8%	9.4%	3.4%	0.8%	3.1%
Spirit of Adventure	39. I push my child to do better academically	95.4%	59.1%	36.3%	2.9%	1.5%	0.2%	0.5%
Spirit of Adventure	40. My child is afraid to try something if he/she thinks he/she will fail	33.9%	6.4%	27.5%	18.0%	38.1%	10.1%	0.4%
Spirit of Adventure	41. I am afraid to try something if I think I may fail	16.8%	2.7%	14.1%	10.2%	50.1%	22.9%	0.4%
Spirit of Adventure	42. Teachers help my child learn from mistakes	75.8%	28.0%	47.8%	19.7%	3.1%	1.4%	2.8%
Spirit of Adventure	43. My child wants to do his/her best at school	94.4%	56.4%	37.9%	4.0%	1.6%	0.1%	2.6%
Spirit of Adventure	44. My child likes challenging assignments	69.9%	25.8%	44.1%	18.9%	9.8%	1.3%	3.0%

*\*Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of parents who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of parents who took the survey.*

## All Results (cont.)

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Spirit of Adventure	45. My child is excited to tell me when he/she gets good grades	95.0%	61.2%	33.8%	3.5%	1.3%	0.2%	3.2%
Spirit of Adventure	46. I am excited to tell my friends when my child does well in school	86.4%	49.5%	36.9%	9.2%	3.8%	0.6%	3.2%
Leadership & Responsibility	47. I see my child as a leader	76.9%	34.4%	42.5%	16.2%	6.6%	0.3%	0.3%
Leadership & Responsibility	48. Teachers encourage my child to make decisions	78.8%	26.7%	52.1%	18.2%	2.4%	0.6%	0.8%
Leadership & Responsibility	49. I encourage my child to make decisions	99.1%	54.8%	44.4%	0.6%	0.2%	0.1%	0.8%
Leadership & Responsibility	50. My child is a good decision maker	80.9%	25.7%	55.2%	15.4%	3.4%	0.3%	2.7%
Leadership & Responsibility	51. I am a good decision maker	93.9%	39.5%	54.4%	4.6%	1.3%	0.2%	3.0%
Leadership & Responsibility	52. I know the goals my child's school is working on this year	68.4%	26.7%	41.7%	14.9%	12.6%	4.1%	3.0%
Confidence to Take Action	53. My child sets high goals	82.5%	39.6%	42.8%	11.8%	5.3%	0.4%	0.5%
Confidence to Take Action	54. I believe my child can be successful	99.3%	79.8%	19.6%	0.5%	0.1%	0.1%	0.5%
Confidence to Take Action	55. School is preparing my child well for the future	83.6%	35.7%	47.9%	11.6%	3.6%	1.2%	0.2%
Confidence to Take Action	56. My child knows the kind of person he/she wants to become	78.0%	29.7%	48.3%	19.8%	2.1%	0.2%	0.6%
Confidence to Take Action	57. I believe my child can make a difference in this world	98.8%	69.7%	29.1%	1.1%	0.1%	0.1%	0.7%
Confidence to Take Action	58. I think it is important for my child to go to college	93.1%	71.8%	21.4%	4.7%	1.7%	0.5%	2.6%
Confidence to Take Action	59. I believe I can make a difference in this world	93.0%	42.6%	50.4%	6.2%	0.8%	0.1%	2.7%
Confidence to Take Action	60. Teachers believe in my child and expect him/her to be successful	89.9%	45.1%	44.8%	7.6%	1.8%	0.7%	2.9%
Confidence to Take Action	61. School prepared me well for my future	75.2%	26.1%	49.2%	14.2%	8.9%	1.7%	3.3%
Confidence to Take Action	62. My child works hard to reach his/her goals	87.4%	36.5%	50.9%	9.4%	3.1%	0.2%	3.1%
Confidence to Take Action	63. I work hard to reach my goals	98.2%	59.6%	38.6%	1.7%	0.1%	0.1%	3.1%
Confidence to Take Action	64. My child is excited about his/her future	91.5%	51.1%	40.5%	7.2%	1.0%	0.3%	3.1%

*\*Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of parents who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of parents who took the survey.*